



Bargaining &  
Negotiations  
Department

# Area Reviews of post-16 provision in England – Branch guidance (updated)

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A UCU bargaining guide for branches

January 2016

**In brief...**

This bargaining guidance gives updated advice on how UCU branches in the English Further Education sector should be engaging with the government's Area Reviews of post-16 provision.



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# Section 1. Introduction:

## The Government's proposals:

1. In September 2015, the Westminster government announced a new review of further education provision in England. The document is called 'Reviewing post-16 education and training institutions' and represents the start of a process of area reviews which, if implemented, are likely to mean the biggest change within the sector since colleges were removed from local government control and incorporated in the early 1990s.
2. This briefing provides background for members and branches on the policy that underpins this review, the process and timescales to which the national and area reviews are working and makes recommendations as to how branches should seek to engage with their management on the issue.

## The key principals

3. The government states that each area review shall 'establish the appropriate set of institutions to offer high quality provision based on the current and future needs of learners and employers within the local area'.
4. While each area review should be different to take account of local circumstances, the government have a clear vision of what this process will mean for the further education sector:
  - Fewer, larger, and more financially resilient Institutions which are viable, sustainable, and efficient, and deliver maximum value for public investment, and reflect the findings of a review by BIS, DfE and HMT which identified wide variation in costs at FE colleges, indicating potential for greater efficiency especially in terms of administration costs.
  - Identification of the scope to make efficiencies including removing duplication in curriculum, reducing management and administration costs, making more efficient use of the land and buildings controlled by the sector, and enabling more efficient and effective use of technology both in terms of teaching, support and assessment, and back office systems.
  - A local learner offer that meets each area's educational and economic needs. This will result in closer links between colleges and employers and provision, which adapts to the current and future needs of employers and learners and, in particular, ensures individuals have the relevant up-to-date digital skills increasingly required in the workforce, as well as the basic digital skills needed to engage in an increasingly digital world. This offer will be assessed against 'success measures' currently being developed by the government.
  - Providers with strong reputations and greater specialisation. Providers should focus on what they can deliver effectively and to a high standard. An important outcome of each review will be the establishment of clearly aligned

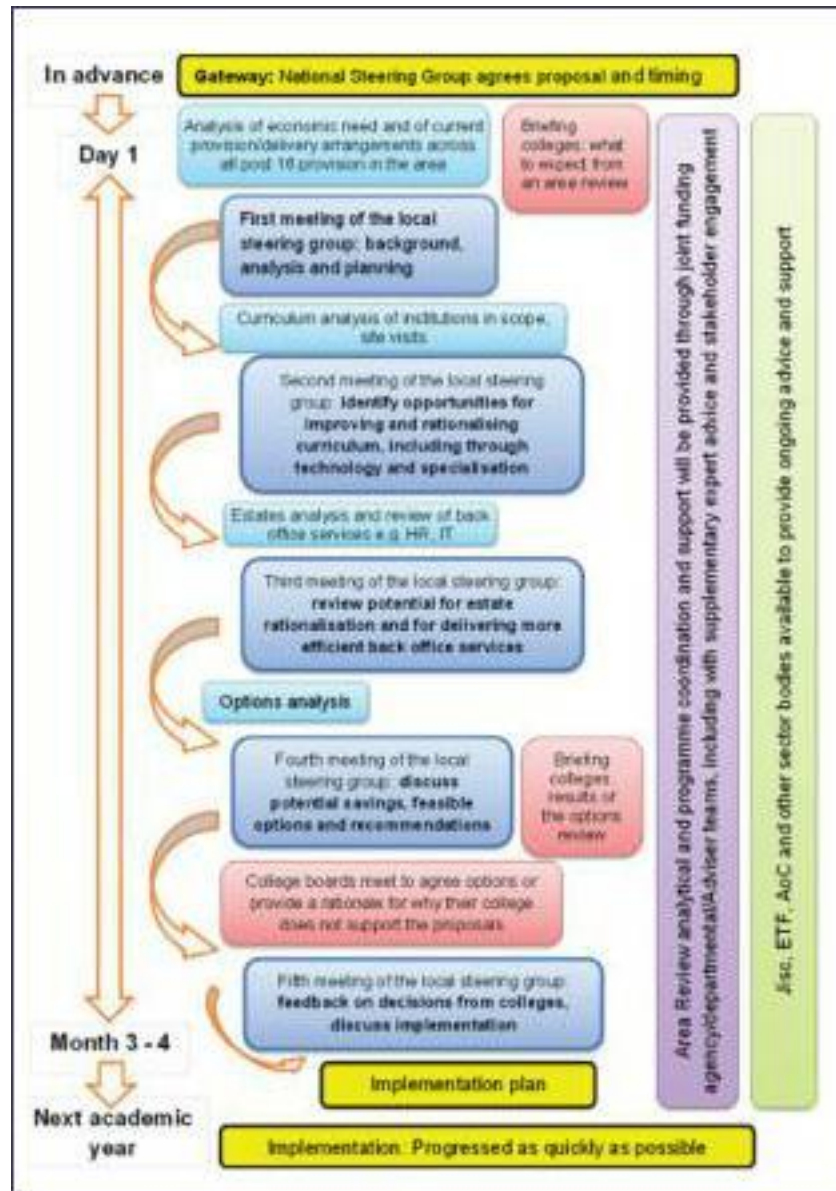
progression routes, from schools through to specialised institutions including new institutes of technology and national colleges.

- Sufficient access to high quality and relevant education and training for all including 16-19 year olds, adults and learners with special educational needs and disabilities (SEND), both with and without high needs.
  - Provision which reflects changes in government funding priorities and future demand and, in particular, creating the capacity to support the delivery of three million apprenticeships nationally by 2020.
5. Pilot area reviews took place in Suffolk and in Nottingham earlier in 2015. Since September 2015 a number of area reviews have begun or been announced forming two of five waves of area reviews. Geographically indicative information has been announced for the locations of area reviews in waves three, four and five. **Further details on the review announcements, including which UCU regional official is coordinating for each can be found in Appendix 1. Branches should check to see where their college appears in the list.**

## The timetable and the process

6. The government says that while the time it takes to do an area review will vary, a typical timescale will be around 3-4 months. They anticipate that all area reviews will be completed in around 18 months, by March 2017. However as at January 2016 the 1st wave of reviews are only half as advanced as the original plans which means there has been considerable slippage in the timetable.
7. The reviews themselves will be led by steering groups consisting of chairs of governors, local enterprise partnerships (LEPs) and local authorities, FE and sixth form college commissioners and regional schools commissioners. The government states that the first task of each steering group will be to undertake an assessment of the economic and educational needs of the local area.
8. *Figure 1* (overleaf) shows the various stages of a review:

Figure 1



## Criticisms of the Area Review Process

9. UCU is concerned about the government's proposals. In particular we are worried about:
  - the impact upon learners of rationalisation and increased specialisation, particularly with regard to hard-to-reach groups and those in rural communities
  - the impact upon the jobs of teaching staff should rationalisation lead to fewer, larger colleges
  - the predominance of narrow economic needs as the basis for local provision

- the over-reliance upon apprenticeships as part of the education offer to the local community
  - the failure to include school sixth forms, private training providers, free schools and other institutions within the scope of the review
  - the focus upon further efficiencies in a sector which has already seen public funding fall substantially since 2010
  - the introduction of changes which could make it easier to increase the reach of profit-making organisations in the sector.
10. In a survey by FE Week, 89% of college principals who responded said they were unhappy with the terms of the government's review. In particular, the survey identified unhappiness with the rushed nature of the consultation; with the fact that colleges themselves are expected to pay any restructuring costs, and with the partial nature of the reviews.
11. Nonetheless, it is important for branches to understand that the very existence of the reviews will lead to colleges starting to think about their own rationalisation or merger plans in a bid to influence the process.

## UCU's position

12. UCU has serious concerns about the direction of government policy. We believe that further and adult education is a crucial part of our society and economy and that it should be invested in properly.
13. The sector is very diverse already and has adapted to many policy changes at government level over the past three decades. However, the current review, if implemented, is likely to lead to the end of the general FE college, based in the community, which has been a vital part of most major English towns and cities.
14. We have made these representations to government, to the FE Commissioner, and to the head of the national steering group. We will continue to campaign in favour of a broad, local curriculum available to all who would benefit.

## Model letter for MPs

15. A draft letter has been produced for branches and members to use to write to their MP expressing concern and opposition to the narrowing of FE provision and the effect on learners and the local community. The letter calls on MPs to raise these issues in parliament and seeks an opportunity for further discussion of details with the MP. A word version of the draft letter together with UCU produced briefing note for MPs is available for download at [www.ucu.org.uk/post16areareview](http://www.ucu.org.uk/post16areareview), the draft letter can also be found as appendix 2 to this guidance. The letter can be adapted for other local politicians.





## Section 2. Bargaining Guidance for English FE branches

16. The previous section outlines our concerns about the government's proposals. This section provides advice and guidance for branches on how to defend members and learners' interests.

### Training needs

17. Specific courses for branches involved in cross-employer reviews are being developed. These will take place from January 2016 and are likely to cover the following issues:

- Negotiating on organisational change
- TUPE
- Handling redundancies

Please contact our training officer, Karen Brooks ([kbrooks@ucu.org.uk](mailto:kbrooks@ucu.org.uk)), if you think that a course should include any other aspect to support branches dealing with area reviews.

### Initial contact with management

18. All English branches, whether currently covered by an area review or not, should be making contact with your management and seek a dialogue based on the following questions:

- Establishing the timetable for the start and finish of your local area review
- Establishing an agreement to share information about the progress of the review and the data collected by the area review team
- Establishing agreement to full consultation on any implications for staff arising out of the review
- Establishing whether your institution has any pre-emptive rationalisation plans

### Area Review Criteria

19. Although trade unions are not members of the area review steering groups, regional officials have sought meetings with the chairs of each of the established groups. As a result, all affected unions have been invited to meetings with the

chair prior to steering group meeting to discuss the progress of each review.

20. Currently, no review has reached the stage of making final proposals but we understand that a set of criteria for assessing the feasibility is emerging. The criteria include:

- Strategic plans to reflect the LEP and Local/Combined Authority skills priorities
- Financial forecasts to include a surplus of between three and five percent per year (minimum)
- Borrowing reduced to 40% of turnover
- Estate utilisation to be increased to 66%
- Average class size to be no less than 16
- Staff costs to be no more than 60 % of 'turnover' (max 65%)
- Non staff costs to be no more than 40% of 'turnover'
- Quality to be at least 'good'
- Apprenticeships to grow in line with the governments targets
- Students with special needs to have at least the same levels of provision and service as prior to the review.

21. While these criteria are not yet finalised, they reveal a clear direction of travel: There will be a drive to lower staff costs in many colleges. Your regional office can supply you with the most recent staffing costs (2013/14) we have for your college. It is important that branches are aware of this figure when dealing with their management.

**22. In addition, Branches should seek the following from their college management:**

- Updated figures and details for the above criteria.
- What the implications for the college are where these criteria are not met?
- What actions are being taken or planned in order to meet these criteria?

Advice for branches whose colleges are already subject to a review or merger

23. Specific advice for those branches who already know that their college is subject to a review or merger appears below. This advice is structured around two stages:

- Stage 1: Influencing the review
- Stage 2: What to do when the options review are published

*Stage 1: Influencing the review*

24. The UCU's key objective must be to defend members' interests. It is possible that some institutional management will try and draw representatives into supporting position that would see their college benefit over others. ***This is a dangerous route and it is important that all branches within a review adopt a disciplined***

***approach and speak with one voice. Regional Officials will support branches by playing the key role in co-ordinating UCU submissions and as soon as a review is announced, will make contact with effected branches.***

### ***Seeking transparency and input into the review process***

25. It is important that we engage with the review process. This does not mean that we approve, in any way, of the stated and real objectives behind the government's plans. However, we have a legitimate role in gathering information to help shape any UCU submission to the review process but should also help us defend members' interests.
26. It is important to note that the FE Commissioner has stated that colleges should be sharing the data they provide for the review process with their recognised trade unions. Notify your regional office where this does not occur.
27. The regional official will write to the chair of each review panel, or equivalent, seeking a meeting in parallel with each meeting of the review panel. The regional official will also ask for the panel to consider a UCU response to the Area Review on behalf of effected branches.

### ***Major organisational change – Model Agreement on Organisational Change***

28. Our standard practice is to seek to persuade employers to engage with us about any potential restructuring before major decisions are made. We must argue for early and meaningful dialogue and consultation on all restructure proposals. The process should allow for alternatives to be considered before final decisions are made.
29. UCU recently approached the Association of Colleges to negotiate a new national guidance agreement on the handling of organisational change in further education to assist and support colleges dealing with significant change. Unfortunately, the AoC said that it did not have a mandate to negotiate such an agreement. Therefore, in order to assist branches that want to establish an enhanced agreement with their college on all aspects of organisational change and redundancies UCU has produced a model agreement for branches to use when negotiating improved procedures.
30. The model agreement on the handling of organisational change in further education can be found at:  
[http://www.ucu.org.uk/media/docs/8/p/feeng\\_organisationalchangemodelagreement\\_sep15.docx](http://www.ucu.org.uk/media/docs/8/p/feeng_organisationalchangemodelagreement_sep15.docx)
31. The five key features of the model agreement are that it seeks to establish:
  - Early and ongoing dialogue on all financial and other matters that might trigger any need for organisational change including changes to terms and conditions.

- Procedures to ensure genuine and meaningful dialogue and consultation on all re-structure proposals to allow for alternatives to be considered before final decisions are made.
- Comprehensive procedures for minimising and mitigating negative impacts on staff during reorganisations including provision of salary protections and voluntary severance packages.
- Orderly, objective and transparent procedures for dealing with staffing changes including “slotting in”, “bumping”, retraining and redeployment.
- Enhancement to statutory redundancy consultation periods.

32. **Branches should** seek to establish a local agreement with their college along the lines of the model agreement in order to provide greater protection for members during the area review process.

### ***Gathering information***

33. Regional officials already have access to key data sets, which will provide an overview of most college’s historical financial position and standard staffing information.
34. However, there is a need to gather additional information from each college involved in a review. Even the act of asking for the information indicates that UCU is preparing the ground to promote and defend members’ interests. It is also an important reminder to those involved in restructuring processes that they must apply a ‘due diligence’ test and should be acting on the basis of sound information.
35. Branches should use the form attached as appendix 3 to this guidance to gather further information and ensure that this information is shared with their regional official. Branches may already have some of this information and should ask college management for answers to the rest. The form can also be downloaded from [www.ucu.org.uk/post16areareview](http://www.ucu.org.uk/post16areareview).

### **Teachers’ Pension Scheme eligibility**

36. Eligibility to join the Teacher’s Pension Scheme could potentially be under threat by any are review proposals, which include:
- Changes to a college’s corporate structure or establishment of subsidiary companies, and/or
  - An increase in the number of staff employed on support staff contracts delivering curriculum

37. **Where any area review proposals emerge which include either or both of these elements the regional official coordinating that area review should be notified.**

## “Non-lecturers” in teaching and assessing teams

38. The FE Commissioner sometimes talks about a “high-efficiency classroom” model. What is envisaged is a change to the teaching workforce and there may be moves to significantly increase the use of “non-lecturer” roles in the colleges that emerge from the reviews. The insistence on a % of turnover limit on staff costs will also drive further use of these roles.
39. UCU has already developed a bargaining guidance and campaigning support pack on “Non-lecturers” in teaching and assessing teams for branches, which can be found at [www.ucu.org.uk/non-lecturers](http://www.ucu.org.uk/non-lecturers). This pack discusses how these roles have emerged via many different routes, UCU’s policy and our bargaining agenda for these staff.
40. There will be an opportunity arising from the area reviews to engage colleges in discussions and negotiations on the appropriate configuration of the teaching and assessing workforce in colleges to achieve the required good or better teaching and learning outcomes. **Branches should:**
- Ask colleges if they are considering proposals that would change the configuration and composition of the curriculum delivery workforce?
  - Details of changes to workforce composition under consideration?
  - Notify the UCU regional official coordinating the area review of the proposals

## Making a submission

41. On receipt of the information, branches should consider a collective submission on behalf of all those within the review. As far as possible, branch meetings should be called, with members sent a copy of the draft response in advance. A draft will be provided by the regional official.
42. It is recommended that the submission asks for the review group to evidence that:
- The proposal should make it easier or harder for people to reach their full potential whatever their backgrounds.
  - The proposals should make the colleges a more attractive place for staff to work.
  - The proposal should not make it more expensive to study both for learners
  - The proposals should not narrow the subjects available for study
  - The proposals should not lead to increased fragmentation and privatisation and have a damaging impact on quality.

- The proposals should not lead to attacks on staff jobs, pay rates, pensions and terms of employment.

## Stage 2: What to do when proposals are published

### *If mergers or changes in employer are proposed*

43. In this case, the Regional Official will write to each employer seeking information that the employer is required to provide by the Transfer of Undertakings (Protection of Employment) – TUPE – legislation. As a minimum the employer will be asked to provide information indicating:

- (a) the fact that the transfer is to take place, the date or proposed date of the transfer and the reasons for it;
- (b) the legal, economic and social implications of the transfer for any affected employees;
- (c) the measures which the college proposes to take in relation to any affected employees. If no measures are to be taken this should be stated;
- (d) the measures which the new employer proposes to take in relation to any affected employees transferred to it. If no measures are to be taken this should be stated.

44. Branches, in consultation with their regional official, may also seek to establish a sound footing for further discussion on organisational change by submitting a model agreement to each employer. See details of the model agreement on page 10 of this bargaining guide.

***It is important to seek a joint forum across all the employers involved in the review.***

***It is vital that UCU secures bargaining rights with any new employer organisation***

### *If mergers or changes in employer are not proposed*

45. Although there is no transfer of employer envisaged, in consultation with their regional official branches should seek to establish a sound footing for further discussion on organisational change by submitting a model agreement to each employer. See details of the model agreement on page 10 of this bargaining guide.

46. ***The objective should also be to establish a joint forum across all the employers involved in the review and to ensure that there is no weakening of our bargaining rights.***

## Summary

1. It is important that all branches work with their regional officials to:
  - Check whether their college is involved in an area review of other pre-emptive reorganisation with other colleges
  - Ensure that affected branches speak with one voice
  - Seek a rationale for the restructuring, asking for evidence of how the benefits will be achieved
  - Press for early engagement on all restructuring proposals
  - Keep their regional office informed of all developments.

**If you have any queries concerning this advice the please contact our regional official in the first instance. Contact details for UCU regional and national offices are available here:**

<http://www.ucu.org.uk/regionalofficials>





## Appendix 1. Waves of Area Reviews

<b>Wave 1 Institutions and lead UCU Official</b>	
<b>Birmingham and Solihull (Anne O’Sullivan, West Mids Office)</b>	
<ul style="list-style-type: none"> <li>• Birmingham Metropolitan College</li> <li>• Bournville College</li> <li>• Solihull College</li> <li>• South and City College Birmingham</li> <li>• Cadbury Sixth Form College</li> <li>• Joseph Chamberlain College</li> <li>• The Sixth Form College Solihull</li> </ul>	Commenced 18 Sept 2015
<b>Greater Manchester (Martyn Moss, Manchester Office)</b>	
<ul style="list-style-type: none"> <li>• Bolton College</li> <li>• Bury College</li> <li>• Hopwood Hall College</li> <li>• Salford City College</li> <li>• Stockport College</li> <li>• Tameside College</li> <li>• The Manchester College</li> <li>• The Oldham College</li> <li>• Trafford College</li> <li>• Wigan and Leigh College</li> <li>• Aquinas College</li> <li>• Ashton-Under-Lyne Sixth Form College</li> <li>• Cheadle and Marple Sixth Form College</li> <li>• Holy Cross College</li> <li>• Xaverian College</li> <li>• Loreto College</li> <li>• Oldham Sixth Form College</li> <li>• St John Rigby RC Sixth Form College</li> <li>• Rochdale Sixth Form College</li> <li>• Winstanley Sixth Form College</li> <li>• Bolton Sixth Form College</li> </ul>	Commenced 21 Sept 2015
<b>Sheffield City region (Julie Kelley, Leeds Office)</b>	
<ul style="list-style-type: none"> <li>• Barnsley College</li> <li>• Chesterfield College</li> <li>• Dearne Valley College</li> <li>• Doncaster College</li> <li>• North Nottinghamshire College</li> <li>• Rotherham College</li> <li>• Northern College</li> <li>• Sheffield College</li> <li>• Thomas Rotherham College</li> <li>• Longley Park</li> </ul>	Commenced 28 Sept 2015
<b>Tees Valley (Iain Owens, Gateshead Office)</b>	
<ul style="list-style-type: none"> <li>• Cleveland College of Art and Design</li> <li>• Darlington College</li> <li>• Hartlepool College of Further Education</li> </ul>	Commenced 1 October 2015

<ul style="list-style-type: none"> <li>• Middlesbrough College</li> <li>• Redcar and Cleveland College</li> <li>• Stockton Riverside College</li> <li>• Hartlepool Sixth Form College</li> <li>• Prior Pursglove College</li> <li>• Queen Elizabeth Sixth Form College, Darlington</li> <li>• Stockton Sixth Form College</li> </ul>	
<b>Sussex (Michael Moran, South East Office)</b>	
<ul style="list-style-type: none"> <li>• Central Sussex College</li> <li>• Chichester College</li> <li>• City College, Brighton and Hove</li> <li>• Northbrook College, Sussex</li> <li>• Plumpton College</li> <li>• Sussex Coast College</li> <li>• Sussex Downs College</li> <li>• Worthing College</li> <li>• Bexhill College</li> <li>• Brighton Hove and Sussex Sixth Form College</li> <li>• Varndean College</li> </ul>	Commenced 22 October 2015
<b>Solent (Moray McAulay, Southern Office)</b>	
<ul style="list-style-type: none"> <li>• Brockenhurst College</li> <li>• Eastleigh College</li> <li>• Fareham College</li> <li>• Highbury College</li> <li>• Isle of Wight College</li> <li>• Southampton City College</li> <li>• South Downs College</li> <li>• Barton Peveril College</li> <li>• Havant College</li> <li>• Itchen College</li> <li>• Portsmouth College</li> <li>• Richard Taunton's Sixth Form College</li> <li>• St Vincent College</li> </ul>	Commenced 5 November 2015
<b>West Yorkshire (Julie Kelley, Leeds Office)</b>	
<ul style="list-style-type: none"> <li>• Bradford College</li> <li>• Calderdale College</li> <li>• Kirklees College</li> <li>• Leeds City College</li> <li>• Leeds College of Building</li> <li>• Shipley College</li> <li>• Wakefield College</li> <li>• Greenhead College</li> <li>• Huddersfield New College</li> <li>• New College Pontefract</li> <li>• Notre Dame Catholic Sixth Form College</li> </ul>	Commenced 16 November 2015
<b>Wave 2 Institutions</b>	
<b>The Marches and Worcestershire (Anne O'Sullivan, West Mids)</b>	
<ul style="list-style-type: none"> <li>• Heart of Worcestershire College</li> <li>• Hereford College of Arts</li> <li>• Herefordshire and Ludlow College</li> <li>• Kidderminster College</li> </ul>	Starts 18 Jan 2016

<ul style="list-style-type: none"> <li>• North Shropshire College</li> <li>• Shrewsbury College of Arts and Technology</li> <li>• South Worcestershire College</li> <li>• Telford College of Arts and Technology</li> <li>• Hereford Sixth Form College</li> <li>• New College Telford</li> <li>• Shrewsbury Sixth Form College</li> <li>• Worcester Sixth Form College</li> </ul>	
<b>Thames Valley (Jane Thompson, Eastern Office)</b>	
<ul style="list-style-type: none"> <li>• Abingdon and Witney College</li> <li>• Activate Learning (City of Oxford College, Banbury and Bicester College and Reading College)</li> <li>• Amersham and Wycombe College</li> <li>• Aylesbury College</li> <li>• Berkshire College of Agriculture</li> <li>• Bracknell and Wokingham College</li> <li>• East Berkshire College</li> <li>• Newbury College</li> <li>• The Henley College</li> </ul>	Starts 21 Jan 2016
<b>West of England (Nick Varney, South West Office)</b>	
<ul style="list-style-type: none"> <li>• Bath College</li> <li>• City of Bristol College</li> <li>• South Gloucestershire and Stroud College</li> <li>• Weston College of Further Education</li> <li>• St Brendan's Sixth Form College</li> </ul>	Starts 28 Jan 2016
<b>Cheshire and Warrington (Martyn Moss, Manchester Office)</b>	
<ul style="list-style-type: none"> <li>• Macclesfield College</li> <li>• Mid Cheshire College</li> <li>• Reaseheath College (specialist land based)</li> <li>• South Cheshire College</li> <li>• Warrington Collegiate</li> <li>• West Cheshire College</li> <li>• Priestley College</li> <li>• Sir John Deane's Sixth Form College</li> </ul>	Starts 29 Jan 2016
<b>Stoke-on-Trent and Staffordshire (Anne O'Sullivan, West Midlands)</b>	
<ul style="list-style-type: none"> <li>• Burton and South Derbyshire College</li> <li>• Newcastle-under-Lyme College</li> <li>• South Staffordshire College</li> <li>• Stafford College</li> <li>• Stoke-on-Trent College</li> <li>• City of Stoke-on-Trent Sixth Form College</li> </ul>	Starts 5 Feb 2016
<b>London West (Una O'Brien, London Office)</b>	
<ul style="list-style-type: none"> <li>• Barnet and Southgate College</li> <li>• The College of North West London</li> <li>• Ealing, Hammersmith and West London College</li> <li>• Harrow College</li> <li>• Stanmore College of Further Education Corporation</li> <li>• Uxbridge College</li> <li>• West Thames College</li> <li>• St Dominic's Sixth Form College</li> <li>• Woodhouse Sixth Form College</li> </ul>	Starts 8 March 2016

<b>Surrey (Michael Moran South, East Office)</b>	
<ul style="list-style-type: none"> <li>• Brooklands College</li> <li>• East Surrey College</li> <li>• Guildford College</li> <li>• North East Surrey College of Technology</li> <li>• College of Richard Collyer</li> <li>• Esher College</li> <li>• Godalming College</li> <li>• Reigate College</li> <li>• Strode's College</li> <li>• Woking College</li> </ul>	Starts 10 March 2016
<b>London Central (Una O'Brien, London Office)</b>	
<ul style="list-style-type: none"> <li>• City and Islington College</li> <li>• City of Westminster College</li> <li>• College of Haringey, Enfield and North-East London</li> <li>• Hackney Community College</li> <li>• Kensington and Chelsea College</li> <li>• Lambeth College</li> <li>• Lewisham and Southwark College</li> <li>• South Thames College</li> <li>• Tower Hamlets College</li> <li>• Westminster Kingsway College</li> <li>• Brooke House Sixth Form College</li> <li>• Christ the King Sixth Form College</li> <li>• St Charles Catholic Sixth Form College</li> <li>• St Francis Xavier Sixth Form College</li> </ul>	Starts 17 March 2016
<b>Wave 3</b>	
<p>Areas currently proposed:</p> <ul style="list-style-type: none"> <li>• Cumbria</li> <li>• Lancashire (Pennines)</li> <li>• Liverpool City Region</li> <li>• London (East)</li> <li>• London (South West)</li> <li>• North East</li> <li>• Black Country</li> <li>• Remaining London Colleges</li> </ul>	Indicative start date April 2016
<b>Wave 4</b>	
<p>Areas currently proposed:</p> <ul style="list-style-type: none"> <li>• Leicester and Leicestershire</li> <li>• Hampshire</li> <li>• Dorset</li> <li>• South East Midlands</li> <li>• York, North Yorkshire and the Humber</li> <li>• Greater Lincolnshire</li> <li>• Lancashire (Coastal)</li> <li>• Gloucestershire, Swindon and Wiltshire</li> </ul>	Indicative start date September 2016
<b>Wave 5</b>	
<p>Areas currently proposed:</p> <ul style="list-style-type: none"> <li>• Greater Cambridgeshire and Greater Peterborough</li> </ul>	Indicative start date

<ul style="list-style-type: none"><li>• Derby, Derbyshire, Nottingham and Nottinghamshire</li><li>• Essex</li><li>• Devon, Cornwall and Isles of Scilly</li><li>• Somerset</li><li>• Norfolk and Suffolk</li><li>• Coventry and Warwickshire</li><li>• Hertfordshire</li><li>• Kent</li></ul>	November 2016
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## Appendix 2. FE Area reviews MP letter text

I am writing to express my concern at the area reviews of further education which are currently under way in England.

As someone who works in further education, I am deeply worried about the impact of these reviews on both learners and colleges in the local area.

In recent years, FE has sustained significant budget cuts and undergone rapid policy change. The adult skills budget has fallen by almost 40% since 2009, leaving many colleges under financial strain and resulting in the loss of over 1 million learners from FE. The government has announced a significant apprenticeship expansion and a renewed focus on employability as the key outcome for FE provision.

In this context, colleges are now being asked to explore the potential for further efficiencies, mergers and vocational specialisation, with an emphasis on shaping provision to meet local economic priorities.

This move towards fewer, larger colleges is likely to lead to course and campus closures, job losses and a narrower range of learning opportunities in the local area. It will have a particularly damaging effect on the hardest-to-reach groups, those living in isolated rural communities, and those who would benefit from learning which is not vocationally-focussed.

I enclose a briefing produced by the University and College Union (UCU) which gives more information about the damaging impact of the area reviews on local education provision.

As your constituent, I ask that you consider these concerns and raise the issue in parliament where possible. I would also welcome an opportunity to discuss the local impact of these area reviews with you in further detail.

I look forward to hearing from you.

Yours sincerely,

## Appendix 3. Keeping track of college responses to information requests

**Name of College**

**Completed by**

**Date**

<b>Information sought</b>	<b>College Response</b>
1. Copy of the standard terms and conditions of employment and the staff handbook, including details of variation according to grade and/or role	
2. Details of any service agreements or terms of employment of senior staff and post holders	
3. Details of the colleges total staff costs as a % of turnover	
4. Details of any agreements with third party providers, secondment arrangements, consultancy arrangements or any other agreement where employees are supplied by/to the college	
5. Details of any agreements in relation to early retirement and or salary protection	
6. Details of any redundancy policy/severance scheme/early retirement programme utilised in the last 5 years	
7. Details of any investigations by outside agencies over the last 5 years (e.g. the EHRC)	
8. Details of pension schemes operated by the college	
9. Details of the college's share of any deficit to the LGPS	
10. Details of all learner provision sub-contracted to other providers (name of provider, courses, number of learners,	

whether an FE corporation, not-for-profit provider or for-profit company )	
11. Numbers of staff employed by each sub-contractor for the contracts referred to in 9 above, details of pay rates, terms of employment	
12. List of all buildings/campuses/ sites	
13. Details of all buildings/campuses/ sites the college has identified as surplus to requirement and/or for disposal through sale	
14. Who is representing the college on the Area Review steering group?	
15. How the college intends to consult with recognised unions prior on its proposals (if any) to the Area Review group prior to their submission?	
16. What the current timescales for the production of the Area Review group's proposals, including when these will be considered by the college governing body	
17. Details and a copy of the Equality Impact Assessment	





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